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ABSTRACT

The manual describes procedures and techniques required for the collection of academic survival skill data (data on the classroom behavior of students and the teacher or peer responses to that behavior). The observer is provided with guidelines to assure smooth data collection through proper equipment functioning and the maintenance of good relations with school personnel. Outlined are procedures for arriving at and checking into a school, entering the classroom, conduct during an observation, and followup activities to conclude a period of classroom observation. Detailed instructions are given for recording observed behaviors on the coding sheet. Definitions are provided for the 19 behavioral codes used and for the five terms used to describe the classroom structure and kind of work provided by the teacher. Also specified is the proper order of observational procedures to follow to assure the correct sequencing of coding. (KW)

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MANUAL FOR CODING ACADEMIC SURVIVAL SKILL BEHAVIORS AND TEACHER/PEER RESPONSES

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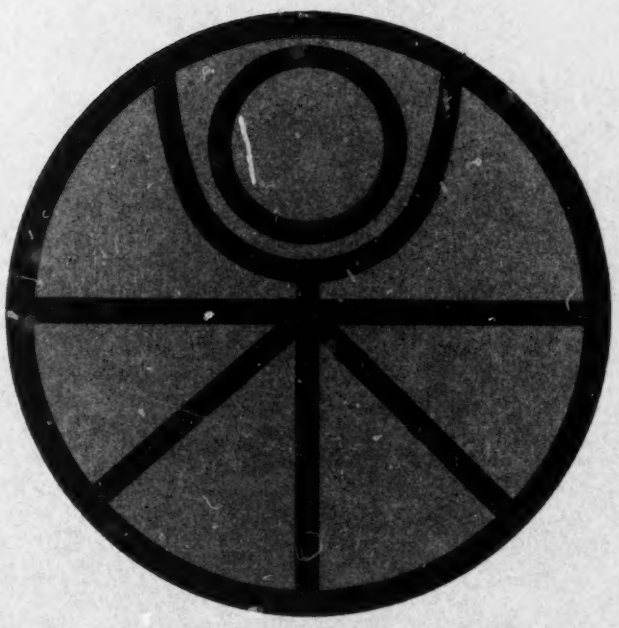

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Manual for Coding
Academic Survival Skill Behaviors
and
Teacher/Peer Responses
Report #3

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MANUAL FOR CODING ACADEMIC SURVIVAL SKILL BEHAVIORS AND TEACHER/PEER RESPONSES

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Introduction

This manual has been written to provide observers with a detailed description of the procedures and techniques required for academic survival skill data collection. Standardized procedures are necessary for the gathering of observation data to maximize the likelihood that results based upon the data have wide practical and theoretical applications. By minimizing procedural difference it seems possible to compare data collected by different observers. The procedures include interactions with academic personnel, timing within observations, and reliability checks. It is hoped that this manual will provide the framework from which excellent data can be generated.

The observer is viewed as the keystone of data collecting in the behavioral approaches to problem solution. In more traditional approaches the use of tests have served a similar purpose that now is served by observers. The test examiner used a standardized procedure for administering a test to reduce differences in the test situation from subject to subject. In addition, subjects were required to respond to similar test items. In observation work the procedures used by observers parallel the test administration procedures and the behavioral codes used by the observers parallel the test items. The

observer needs to consider that procedures remain invariant from observation to observation and that the "test items" remain the same. The "test item" definitions must be clear and concise in order that within and across observers the same "test items" are being applied. If the definitions are unclear then the possibility arises that different observers may use the same "test item" for different behaviors. While the test items in traditional assessment are set, the possibility exists that the "test items" can fluctuate day by day in an observational procedure not because the definition has changed but that the definition used by the observer has changed. Thus there is need for constant and systematic feedback concerning any discrepancies or lack of discrepancies between an observer's definition and those specified in the manual. In order to determine if such discrepancies exist a plan for checking reliability will be detailed.

Procedures for Observing in an Academic Situation

The following are a list of guidelines to be followed by the observer to assure smooth data gathering through proper equipment functioning and by establishing and maintaining excellent relations with school personnel.

A. Before an Observation

1. Check that the timing device used to produce auditory signals is set and working accurately. The device should be routinely checked at weekly intervals and at any other time that the observer thinks the device may not be functioning. When the auditory device is not being used make sure that it is disconnected. The device runs on

batteries and can drain the batteries rapidly if left on for any period of time.

2. Be sure you know where the school is located before leaving the office. The use of a map or a check with other people who have been to the school should reduce the chance of missing an observation because of getting lost. Have the name, telephone number and the address of the school on a sheet of paper that is to be taken to the observation. If lost, telephone the school and a member of the school staff can direct you to the school.

3. Check before leaving the office that you have an auditory device, an earphone, a clipboard, two sharp pencils, and an adequate supply of coding sheets.

4. Plan on arriving on the school grounds ten minutes prior to the time that an observation is to begin. This will allow enough time for preparation so that the observation can proceed on schedule.

5. Follow the rules that apply to visitors to a school.

a. Check in with the secretary at the office and tell her that you are from Dr. Cobb's office and will be observing in such and such teacher's room from ___ to ___. When going into a new school, in addition to the above, give your name to the secretary.

b. Some schools have dress codes so it is important that the observer dress in a manner acceptable to the school official, e.g., dresses and not slacks for women, and shirt and tie for males rather than T shirts. Additionally, grooming is important, long hair and beards for males are acceptable if they

are trim and neat. The schools have agreed to participate in projects and in order to maintain satisfactory relationships it is necessary that adults in a school building follow the same rules that apply to the teachers.

c. After reporting to the office the observer goes directly to the classroom, arriving approximately five minutes before the scheduled observation. The observer checks that all children have numbers pinned on them conspicuously, if not, the teacher is informed. The observer checks with the teacher on the seating arrangement for the observational period; as soon as the children are in an activity area the observer makes a seating plan, putting the children's number on the appropriate spaces. Once observations have been made in a classroom the observer can have a diagram ready before entering the classroom so that the children's number is all that has to be filled in.

d. When the observer enters the classroom a minimal amount of conversation should occur with the teacher and students. This rule is to be applied at all times. Some observers have been placed in difficult positions when they have been asked advice of a professional nature by teachers concerning their difficulties with children in the classroom. In order to avoid that possibility, the observer primarily talks about the simple mechanics of the observation, e.g., where to sit, what the seating plan will be, who is absent, and not about particular children's good or bad points. This does not mean that the observer is unsocial; the usual social amenities are exhibited, e.g., "Good

morning," but no extended conversations. Teachers know that these rules are in effect so they do not expect lengthy interactions with observers. Likewise conversations with the children do not occur so that the observation is as little affected by the observer's presence as possible. As soon as an observer becomes an active part of the environment, i.e., children responding to the observer through initiation of interaction the neutrality of the observer's presence no longer is maintained. Children accommodate quickly to a neutral observer and continue their activities as though the observer were not present.

B. During an Observation

1. As soon as the observer begins coding there should be as few interruptions as possible. The importance of gathering a continuous flow of data as the students interact with one another and with the teacher is based upon consideration of situational variables occurring in the environment. In the classroom the situation can change very rapidly from one in which the teacher is lecturing to one in which she may be asking questions and in the next few moments having children read aloud. Because of this phenomena it is necessary to sample as many children as possible under each of these conditions; if time is spent in preparatory activities, e.g., numbering pages, sharpening pencils, etc., then data is irretreivably lost on some children, and as a result the analysis will be less complete.

2. Children should be coded in the most convenient sequential manner for the observer to produce maximum data. The teacher may not have the children in order by the assigned numbers, the observer should

take the existing order and use that as the particular sequence. For example, in individual seat work the children may be in rows and the numbers of the children in the first row are 1, 12, 8, 3, 4, and 7, the observer should code by that arrangement rather than coding number 1, and going to number 3, then to number 4, etc. This arrangement will vary from day to day as the teacher changes the children's seats. The important aspect is to have the data collected on all children sequentially. So, in the above example the observer would code each child and after the first go around would then begin coding in the same sequence again until the observations were completed for that day, or the children moved into another activity area. If the latter occurs the observer would begin a different sequence depending upon the placement of children in the new area. For example, the children may go from individual seat work to a reading group and be seated in a different order; rather than sticking to the former sequence of coding children that had been used in individual seat work the observer codes the children according to the new seating arrangement.

3. When two observers or more are coding in a classroom there should be as little interchange as possible. Talking among observers should only occur in unusual circumstances, e.g., if an observer has broken both pencil points. Talk about the teacher, the children, the codes, the functioning of auditory devices should never occur. The less the distraction caused by observer interaction the less the possibility of obtaining biased data. By having prepared for most contingencies that can occur during an observation the observer is freed from the necessity for interaction during the observation itself.

C. Following an Observation

1. The observer leaves the classroom as quietly as possible, stops at the office before leaving the school and tells the secretary that the observation is complete.

2. All equipment should be returned to the office and information completed on all sheets.

3. At the office the observer can make any corrections that were not made in the classroom. Sometimes in thinking about a particular coding sequence the observer may want to replace the code that was used with one better describing the behavior exhibited by the person in the classroom.

4. Enter any coding questions into the log book; these will be answered and discussed during observers' meetings. It sometimes happens that an existing code does not seem to describe the situation that is being observed; by writing these down immediately following an observation the likelihood of forgetting decreases and the information gained regarding the incompleteness of the current system will aid in making subsequent revisions.

5. In a notebook record the impressions received during the classroom observation. A paragraph or two describing the situation as specifically as possible will help the psychologist working with the teacher in the classroom.

Use of the Coding Sheet

The coding sheet, an example of which is provided at the end of the manual, has a heading which describes the situation in which the

observation occurred. In addition, there are 33 lines containing 19 behavioral codes.

The first line of the heading has spaces beside the words "Observer," "Sheet #," and "Classroom No." Beside the word, "Observer," the initials of the observer are placed on each coding sheet. The sheets should be numbered sequentially for each observation, beginning with the number one; these numbers should be placed alongside "Sheet #." A number is assigned to each classroom by the project and should be placed beside "Classroom No." The second line of the heading has space for the date and academic activity. The date should be given in full, including the year, as data may be gathered from one classroom over a two or three year span. The name of the academic activity in which the observation occurs should be included, e.g., arithmetic, social studies, etc. Space is provided on the third line of the heading for the structure provided by the teacher, and the kind of work (group, individual, and transitional) that was occurring at the time of coding. When changes occur in either of the two areas while the sheet is being coded, a symbol is to be placed at the beginning of the subject line in which the change occurred. The symbol should be the first letter of the five categories used to characterize the situation. For instance, if the teacher is lecturing to the class and then begins to have them work on individual work assignments at a point where only part of the class has been coded, an "I" is placed in front of the child's number at which point group work changed to individual work.

The definitions for describing the structure provided by the teacher, and the kind of work are as follows.

Structured: The teacher has provided clear and specific guidelines for the children's activities. For example, the teacher has given clear instructions to the children about the work to be done at their desks and the acceptable activities that can be engaged in once the work has been completed.

Unstructured: The guidelines for the children's activities are vague and non-specific. For example, the children are engaged in numerous non-supervised activities in the classroom and they determine what they are going to do.

Group: The majority of children being observed are engaged in a group activity. Examples include children sitting in a small reading group, and the entire class listening to the teacher lecturing or a child reciting.

Individual: The majority of children being observed are engaged in individual as opposed to group activity. Individual includes not only solitary work, but also two or three children working together. Children working on assignments at their desks and children working in pairs on assignments are some examples.

Transitional: The majority of students being observed are between activities within a period, or between academic and non-academic periods. Examples include children moving from a reading group to work on individual assignments during a reading period; at the end of a reading period the children are preparing to go to recess; the children are changing from a reading period to an arithmetic period.

The observer should code each student's behavior sequentially. Each student is assigned a number according to the teacher's seating plan. If a student is absent draw a line through the appropriate

number and all behavior codes for that student on all observation sheets. If a student leaves the classroom during an observation session place a "K" in front of the student number and draw a line through all behavior codes. The observer will code the appropriate behavior by placing a circle around the category on the coding sheet. If there is a response to the behavior by another person which can be discerned by the subject, the response is to be coded. A vertical line (/) is to be placed through the symbol of the response on the coding sheet if the response is by the teacher; if the response is by a peer, a horizontal line (−) is used.

Procedures to Follow When Coding

The proper sequencing of coding behaviors is imperative not only for observer reliability to be maintained at high levels but also for creating a meaningful data bank. The data bank is used for analysis of intervention effectiveness, of peer and/or teacher behavior on subject behavior, and of other questions both practical and theoretical. The sequencing should follow as outlined below.

1. Locate the Child: When coding, the first task is to locate the child to be coded. In some cases this act will take a second, in that the child will be in close proximity to the child for which coding has been completed. By setting up the observation (see page 5) to minimize the time spent in locating children more data can be gathered.

2. Reset the Time Device: As soon as the observer locates the child the reset button should be depressed. Rather than waiting for the auditory click which occurs every six seconds the observer saves time and can immediately begin observing the interaction that is to be coded.

3. Observe the Subject's Behavior: As soon as the observer has pushed the reset button it is necessary to look at the child for about three seconds and determine which codes depict the behaviors exhibited by the child. Most of the time only one code is applicable but in other cases more than one behavior is exhibited during the three seconds.

4. Observe Teacher and/or Peer Responses to Subject's Behavior: After determining the subject's behavior the observer should scan the classroom environment to determine if any response was directed to the subject from the teacher and/or the peers.

5. Code the Subject's Behavior and the Teacher/Peer Responses: Code the behavior of the subject and the responses directed especially to the subject.

a. If the subject has exhibited more than one behavior during the three seconds and the behaviors occurred simultaneously then the behaviors and responses should be coded on one line.

b. If the subject exhibited behaviors sequentially during the three seconds and there were no teacher and/or peer responses the behaviors can be coded on the same line.

c. If the subject exhibited behaviors sequentially during the three seconds and there was a response to only one of the behaviors, two lines should be used for coding; the first line for the first observed behavior(s) and the second line for the next observed behavior(s). The response should be placed on the line in which the behavior to which the response was directed is coded. For example, the subject may have attended to the teacher for a second then made loud noises to which the teacher responded by telling the subject to be quiet. The attending

behavior would be coded on one line and the noisy behavior with teacher response on the second line.

6. Continue to Observe the Subject's Behavior: For the remaining part of the six seconds the observer should look at the subject. If the subject's behavior remains the same then the observer begins at step #1 and locates the next child. However, if the subject's behavior changes then the observer should check if there are teacher and/or peer responses.

7. Code the Subject and Teacher/Peer Response:

a. If there have been no responses from peer or teacher to the subject's previous behavior(s) and there is none to the new behavior then coding of the new behavior on the same line is permitted.

b. If there have been no responses from peers or teacher to the subject's previous behavior(s) and there is a response to the new behavior then the new behavior and response are coded on the next line.

c. If there have been responses coded for the previous behavior(s) then the new subject behavior is always coded on the next line whether or not a response occurs.

Definitions of Codes

In the following list the code definitions are applicable to both behavior of the subject and to responses from teachers and peers unless noted otherwise.

AP Approval. A person gives clear verbal, gestural, or physical approval to the students. The verbal includes statements containing praise for a person's work, attitudes, appearance, and conduct; it does

not include simple feedback as to the correctness of an academic response, e.g., "That answer is right," unless the statement is said with emphasis, "That's right!" Gestural behaviors include smiles, nodding of the head and clapping of the hands. Physical approval includes hugs, pats on the back, and other physical contact of a positive nature.

CO Complies. This category can be checked each time the person does what another person has requested, e.g., teacher asks class to take out notebooks and pupil does; she asks for paper to be turned in and pupil obeys; pupil asks for pencil and teacher or peer gives him one; teacher tells pupil to be quiet and pupil is quiet. When the teacher gives a command to the entire class the observer should code all students immediately. The observer disregards the timing device of six seconds and codes every student beginning with the one that was being coded when the command occurred. When all students have been coded then the observer returns to the normal routine and codes the student following the one that had been coded when the command was issued. For example, the teacher tells the children to take out their books and turn to page 53, the first child to be coded may just be reaching in the desk and the behavior is coded CO, the second child might have the book out of the desk and the code is CO and a third child is sitting in the chair and had not reached into the desk, the code is NC (non-comply).

TT+ Appropriate Talking with Teacher. This category can be checked when the pupil talks with the teacher about academic material whether in private as in independent work situations or answers questions in other situations. If the teacher is interacting with the child when the child is talking appropriately, the response is coded TT+. The

reason for coding the suoject's behavior and the response in the same category is the difficulty of differentiating other responses in quick verbal interchanges; of course, if other responses are appropriate, e.g., AP, DI, or AT, and can be clearly differentiated, they preclude coding the response as TT+.

IP+ Appropriate Interaction with Peer. Coded when the pupil is interacting with peer about academic material and is not violating classroom rules. Interaction includes verbal and non-verbal communication, e.g., talking, handing materials, working on project with peer. The response for the peer is IP+ if they are talking to each other or organizing a notebook together but if the students are not actively interacting, e.g., both might be working on parts of a common notebook but they are working separately with no verbal or non-verbal interchanges then the appropriate code is AT.

VO Volunteering. By verbal or non-verbal means the student exhibits behaviors associated with volunteering information of an academic nature. For example, the student raises a hand in response to a group directed question by the teacher; the student answers a question directed at the group; the student calls out an answer or provides other information pertinent to the discussion.

IT Initiation to or by Teacher. Pupil or teacher initiates or attempts to initiate interaction with each other, but not in conjunction with volunteering. Pupil may go to teacher's desk during independent study or raise his hand and seek assistance in solving an arithmetic problem. As a response teacher may initiate interaction with pupil, e.g., teacher may approach student's desk during independent study, teacher calls

student to her desk. If there is a verbal interchange then the content of the interchange determines the coding category which will be TT+ or TT-. For example, if the student asks the teacher for help with a reading assignment the the code is TT+, on the other hand, if the student asks what the lunch menu is, the appropriate code is TT-. Likewise for the teacher's response: if the teacher asks the student to pick up class papers the code is TT+, if the teacher tells the student to find out what the lunch menu is the appropriate code is TT-.

AT Attending. To be a subject response the subject is looking at the teacher when the teacher is talking, looking at any materials in the classroom that have to do with the lesson, working on assignments, and engaging in other behaviors appropriate to the academic situation. To be a teacher or peer consequence the behavior need not be in regards to academics, i.e., teacher or peer looks at the child or engages in other behaviors that indicate they are paying attention to the child. For example, the subject can be engaging in horse play and the teacher and/or peers look at the child; the child is reciting and the teacher and/or peers look at the child or follow along in their book as the child reads; both cases would be coded AT for the peer and/or teacher consequence. Examples of the subject response are the child looking at the blackboard when the teacher is going over words, watching other children when they are writing at the blackboard, walking to the pencil sharpener, taking materials out of the desk to use in the academic session.

PN Physical Negative. Use of this category is restricted to times when a person attacks or attempts to attack another person with the possibility of inflicting pain. Examples include slapping, spanking, kicking, biting, throwing objects at someone, etc.

DS Destructiveness. Use of this category is applicable when a person destroys or attempts to destroy some object, e.g., breaking a pencil in half, tearing a page from a book, carving name on desk, etc. This category is not to be used when the person is writing an answer or working out a problem on a desk with a pen or pencil.

DI Disapproval. A person gives clear verbal or gestural, or physical disapproval of another person's behavior or characteristics. The verbal include statements containing dislike, disgust, dismay, unhappiness, and perturbation over a person's work, attitudes, or appearance; it does not include simple feedback as to the incorrectness of an academic response, e.g., "That's wrong" unless the statement is expressed in derogatory tones. Examples of statements that fulfill the criteria are, "I don't like that tone of voice." "I hate you." "You didn't pass in your homework on time." "I don't want to do another stupid math assignment." "You always let Mary go first in the lunch line." "Your work is sloppy." "Why don't you get a haircut." "Can't you ever sit quietly, just for one minute." Gestural behaviors include frowns and shaking of the head. Physical includes hitting, spanking, pulling hair and tugging at the arm.

NY Noisy. This category is to be used when the person talks loudly, yells, bangs books, scrapes chairs, or makes any sounds that are likely to be actually or potentially disruptive to others.

NC Nomcompliance. To be coded whenever the person does not do what is requested. This includes teacher giving instructions to entire class and the subject does not comply.

PL Play. Coded whenever a person is playing alone or with another person, e.g., playing tic-tac-toe in class, throwing a ball in classroom, pushing a model car across desk.

TT- Inappropriate Talk with Teacher. Use whenever content of conversation with teacher is negative or non-academically oriented or when classroom rules do not allow interaction with teacher. Examples are "I don't want to finish this lesson." "I won't go to the principal's office." "I had pizza for lunch." As a response from the teacher the same definition holds, e.g., if the teacher talks about non-academic material as a response to student's behavior, the code is TT-.

IP- Inappropriate Interaction with Peer. Coded whenever peer or pupil interacts with or attempts to interact with each other about non-academic matters or when classroom rules are being violated. Examples include behaviors and/or responses such as touching a peer to get his attention, calling peer by name, talking to peer, looking at peer when the student should be working.

IL Inappropriate Locale. Code this category when student is in classroom area that is inappropriate for academic activity that is occurring, e.g., student walks around the room while individual work is going on.

SS Self-Stimulation. A narrow class of events in which the person attempts to stimulate himself in such ways as swinging his feet, rubbing his nose, ears, forehead, tapping his fingers, scratching, etc., to such an extent that attention to other activities is precluded.

LO Look Around. The subject is looking around the classroom environment or staring at something or someone that is not relevant to the current academic activity. For example, the subject is looking out the window as other children are playing during their recess; the subject is staring at another child across the room when individual seat work has been assigned; the subject looks around the room from object to object while another child is reading aloud.

NA Not Attending. The subject is in the appropriate area and is looking at other things in the immediate environment than those aspects that have to do with the current academic activity. For example, the teacher is explaining a lesson and the student is thumbing pages in the book: another student is reciting and the student is working on academic material from a different academic period without the permission of the teacher; the student ties a shoe while other children are reading silently in a reading group. The distinction between NA and the category, LO, is the aspect of the environment that is being investigated by the child. For LO, the environment is more than a few feet away from the child, and for NA the boundary is inside that few feet. Thus the child may be staring at the desk and that would be coded NA but if staring was directed at another child's desk then the code is LO. Additionally, the criterion of the appropriateness of the work that is being performed distinguishes NA from LO.

OBSERVER_____ SHEET #_____ CLASSROOM NO._____

DATE_____ ACADEMIC ACTIVITY_____

Structured_____ Unstructured_____ Group_____ Individual_____ Transitional_____

PUPIL			
1	AP CO TT+ IP+ VO IT AT PN DS DI	1	NY NC PL TT- IP- IL SS LO NA	1
2	AP CO TT+ IP+ VO IT AT PN DS DI	2	NY NC PL TT- IP- IL SS LO NA	2
3	AP CO TT+ IP+ VO IT AT PN DS DI	3	NY NC PL TT- IP- IL SS LO NA	3
4	AP CO TT+ IP+ VO IT AT PN DS DI	4	NY NC PL TT- IP- IL SS LO NA	4
5	AP CO TT+ IP+ VO IT AT PN DS DI	5	NY NC PL TT- IP- IL SS LO NA	5
6	AP CO TT+ IP+ VO IT AT PN DS DI	6	NY NC PL TT- IP- IL SS LO NA	6
7	AP CO TT+ IP+ VO IT AT PN DS DI	7	NY NC PL TT- IP- IL SS LO NA	7
8	AP CO TT+ IP+ VO IT AT PN DS DI	8	NY NC PL TT- IP- IL SS LO NA	8
9	AP CO TT+ IP+ VO IT AT PN DS DI	9	NY NC PL TT- IP- IL SS LO NA	9
10	AP CO TT+ IP+ VO IT AT PN DS DI	10	NY NC PL TT- IP- IL SS LO NA	10
11	AP CO TT+ IP+ VO IT AT PN DS DI	11	NY NC PL TT- IP- IL SS LO NA	11
12	AP CO TT+ IP+ VO IT AT PN DS DI	12	NY NC PL TT- IP- IL SS LO NA	12
13	AP CO TT+ IP+ VO IT AT PN DS DI	13	NY NC PL TT- IP- IL SS LO NA	13
14	AP CO TT+ IP+ VO IT AT PN DS DI	14	NY NC PL TT- IP- IL SS LO NA	14
15	AP CO TT+ IP+ VO IT AT PN DS DI	15	NY NC PL TT- IP- IL SS LO NA	15
16	AP CO TT+ IP+ VO IT AT PN DS DI	16	NY NC PL TT- IP- IL SS LO NA	16
17	AP CO TT+ IP+ VO IT AT PN DS DI	17	NY NC PL TT- IP- IL SS LO NA	17
18	AP CO TT+ IP+ VO IT AT PN DS DI	18	NY NC PL TT- IP- IL SS LO NA	18
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